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Twenty-one guidelines for the conduct of business education in public schools were prepared by two conference groups of teachers, supervisors and teacher educators in business education. In this bulletin, business education is used to include both office education and distributive education. While business education is acknowledged as an aspect of total education for general and social living, this series of guidelines is primarily job oriented. Each guidelines is followed by (1) a brief declaration of the rationale on which it is based and (2) by suggestions for implementation in the actual school situation. A selected bibliography of supplemental references is appended. (CH)

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GUIDELINES IN BUSINESS EDUCATION
1969

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STATE UNIVERSITY
OF NEW YORK
AT ALBANY

GUIDELINES IN BUSINESS EDUCATION
1968

STATE UNIVERSITY
OF NEW YORK,
AT ALBANY.

(Including distributive, office
and general business education)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FOREWORD

American society has been, and is, a working society. In that society, individuals are expected to support themselves and those who are dependent upon them, by producing goods or services for which there is economic demand. Work, therefore, is expected, necessary, and respectable; in turn, preparation for work through formal schooling is socially desirable and worthy of public expenditure. In all probability, work will continue to be a predominant activity in the lives of most American citizens, and preparation for work will continue to be a major focus in the education of many American youth.

At the secondary and junior college level, education for work is identified as occupational or vocational education. Business education, much of which is specifically concerned with preparing youth for work in offices and distribution, was one of the earliest forms of occupational education; it is now the predominant field of occupational education in the American secondary school.

The following guidelines for business education have been developed in the light of the above assumptions and with a concern for the welfare of American youth and society. It is hoped that these guidelines will lead to better understanding of business education, and to better programs for preparing youth to work in business and use the goods and services of the American business and economic system.

ACKNOWLEDGEMENTS

A serious attempt was made to secure membership in the conference group from as many different sections of the State as possible and from all school groups concerned directly or indirectly with business education at the secondary level. A few of those who were invited could not participate. Where possible, alternates were invited. While a few other teachers attended one of the conference sessions, those who participated actively, contributed materials, and accepted responsibility for the outcome were:

Conference Participants

Peter L. Agnew	Professor of Business Education, New York University, New York, New York
Patrick A. Carlo	Director of Technical-Vocational Education, Board of Cooperative Education Services, First Supervisory District Westchester County, Yorktown Heights, New York
Ray L. Clippinger	Chief Consultant in Business Education, Board of Education, Rochester, New York
Hobart H. Conover	Chief, Business and Distributive Education, State Education Department, Albany, New York
Abraham Ellenbogen	Acting Assistant Director, Business Education, Board of Education, New York, New York
Norman W. Elliot	Acting Director of Business Education, Board of Education, New York, New York
R. E. Fairbank	Director of Business Education Programs and Professor of Business Education, State University of New York at Albany
Eve Firra	High School, Ithaca, New York
Vern A. Frisch	Formerly chairman, Business Department, Senior High School, New Rochelle, New York
Ruth Gaffga	Associate in Research, Bureau of Occupational Education Research, State Education Department, Albany, New York
E. John Gradoni	Head, Division of Business, Agricultural and Technical College, Alfred, New York
Reno Knouse	Professor of Distributive Education, State University of New York at Albany
Melvin Morgenstein	Chairman, Business Division, Nassau Community College, Garden City, New York

C. A. Nolan	Chairman of Department and Professor of Business Education, Syracuse University, Syracuse, New York
Estelle L. Popham	Chairman and Professor of Business Education, Hunter College, New York, New York
Marjory M. Kaps	Henninger High School, Syracuse, New York
Alvin Rubin	Associate, Bureau of Secondary Curriculum Development, State Education Department, Albany, New York
Bernard Shilt	Director of Business Education, Board of Education, Buffalo, New York; President, American Vocational Association, 1968
Ellen Smith	Coordinator of Business Subjects, Board of Education, Yonkers, New York
Herbert A. Tonne	Professor of Education (Business), State University of New York at Albany
Arden Travis	Rochester Institute of Technology, Rochester, New York
John E. Whitcraft	Director, Division of Occupational Education, State Education Department, Albany, New York

The conference members spent many hours in initiating, evaluating, and reconsidering the materials on which the *Guidelines in Business Education* are based. A reading committee consisting of Peter L. Agnew, R. E. Fairbank, Melvin Morgenstein, Estelle L. Popham, and Herbert A. Tonne spent many more hours rewriting and reworking the material at several stages. Special appreciation is due to John E. Whitcraft, Hobart H. Conover, and E. John Gradoni of the State Education Department, who offered many constructive suggestions which should make the *Guidelines* more functional. James W. Moore, Chief, and Burton L. Thelander of the Bureau of Guidance, State Education Department, gave valued suggestions regarding the role of occupational guidance counselors, and Stanton Lapaugh, Senior Employment Consultant, Occupational Analysis and Industry Services of the Division of Employment, Department of Labor, gave helpful advice regarding the relations of business education in the school and the determination of job needs.

HERBERT A. TONNE
Professor of Education (*Business*)

INTRODUCTION

This bulletin was prepared by two conference groups of teachers, supervisors, and teacher educators in business education through a grant from the New York State Education Department, Bureau of Occupational Education Research. The groups met at the State University of New York at Albany to establish guidelines for the conduct of business education in the schools of the State.

The first meeting, lasting two days, secured preliminary data from the participants. These data were organized into tentative form in three meetings of a reading committee and were then resubmitted to the entire group at a later one-day meeting. The group evaluated the guidelines, debated alternatives, and suggested next steps. After some revision, the guidelines were sent by mail to the conference members for final reaction. The outcomes are presented in this bulletin.

The *goal* or *purpose* of business education is to provide learners with the skills and broader competencies needed to obtain an initial job and, later, to qualify for promotion. It is recognized that job skills by themselves do not provide the total education needed for success on the job. Emphasis must also be given to related job skills, attitudes, and competencies in the fundamental processes.

While business education as an aspect of total education for general or social living is acknowledged, this series of guidelines is mainly job-oriented. Business education as an aspect of consumer education is somewhat similar to the prevocational education needed for good job training. Often the students' motivation is keener if the subject matter is developed on the basis of job competency rather than consumer understanding. The behavorial objective of business education as conceived in this bulletin, therefore, is to obtain and hold a job in an office or store, with satisfaction to the employee and employer, and with opportunity for promotion within the job situation.

Organization of This Bulletin

The *guidelines* around which the bulletin is structured indicate the activities and practices that will result in greater success in attaining the behavorial objectives of business education. No pretense is made that these guidelines are complete, or that any teacher, group of teachers, or supervisor should work toward all the guidelines at once. The guidelines do indicate the ways by which traditional patterns of schooling can and

should be changed to meet current problems, without necessitating a complete change in schoolways. Traditionally, education rather easily met the job needs of the student who fitted into the office or store because his home and social background encouraged the development of acceptable job attitudes. Education must now provide for the student who has not had the opportunity to obtain the attitudes and understandings needed to secure a job. The *guidelines* have been slanted toward this newer objective of the schools.

In preparing this bulletin, the intent has been to provide a few realistic examples, rather than a complete inventory, of ways to implement the guidelines. Hopefully, this bulletin is sufficiently brief to attract the attention of teachers of business subjects, who will then, with the encouragement of their principals, find ways to meet the standards of the guidelines.

No effort was made to keep the guidelines absolutely discrete; in some measure they do overlap. A serious effort has been made, however, to assure that each guideline not only has a different approach, but also represents a different aspect, so that the total area of business education is adequately covered.

Each stated guideline is followed by a brief declaration of the *rationale* on which it is based. The rationale explains the crucial nature of the guideline. The statement of rationale is followed by suggestions for implementation in the actual school situation. Again, no pretense is made that the suggestions are complete, should all be followed, or will necessarily work in all cases. Business teachers must improve their educational services for students to succeed in getting and holding better jobs. Teachers are urged to create other guidelines and better implementation for stronger local programs.

Terminology Used in This Bulletin

There is much interchange, and even overlap, in the use of various terms in the area of business education. For clarity in this bulletin, however, the participants agreed on the consistent usage of certain terms, without implication or agreement that this usage should be universally standardized.

In this bulletin, *business education* is used to include both *office education* and *distributive education.* In other literature the phrase, "office and distributive education," is often used instead of the more inclusive term, because some teachers identify business education only with office

or clerical education. When the term *general business education* is used in this bulletin, it implies those subjects which, though classed as business subjects, are nonvocational in purpose and are therefore basic to office and distributive education. When the term *business education program* is used, it implies the entire gamut of business subjects organized into sequential learning patterns.

Responsibility

Under each guideline are suggestions for implementing or carrying out the implications of the guideline. For each statement of action to be undertaken there is a side heading indicating whose *responsibility* it is to carry out the action suggested. If there is no occupational guidance counselor, there may be a full-time or part-time general guidance counselor, or a teacher assigned to this function. The *responsibility* is there, and the *function* of the occupational guidance counselor is necessary. The absence of an official with the title is no excuse for not carrying out the action.

The classroom teacher with five periods a day of teaching, a homeroom, one or two co-curricular activities, and often newly appointed to a school, cannot undertake more than a small segment of these actions. The chief school administrator must secure the funds for carrying out these functions. Schools have been given a clear mandate to provide top-level occupational education. Occupational education for business can be effective only to the extent that the guidelines are achieved.

In this bulletin, business education is viewed as a major segment of vocational education that usually is quite discrete and distinguishable from other forms of job training. In many areas, business education is divided into two segments: office and distributive education. In the organization of schools for job training, for placement, and for followup, these two aspects of business education are often somewhat separated. Therefore, the terms office and distributive education are used to indicate that the guidelines and their implementation are applicable to both aspects of business education.

The bulletin is planned for use by business teachers, supervisors of business education, business teacher educators, curriculum directors, and general administrators responsible for these programs to improve business education. The bulletin should be useful in discussing steps needed, with businessmen, boards of education, and others, to obtain the necessary cooperation.

A selected bibliography of good reference materials to supplement the suggestions for implementation is given at the end of the bulletin. A greater amount of literature is available to supplement and to give specific teaching suggestions for further implementation.

TITLES OF GUIDELINES

1. Equality of Opportunity in Office and Distributive Education
2. Need for Economic Understanding
3. Manpower Needs
4. Employment Standards
5. Special Needs Program
6. Intensive Courses
7. Fundamental Processes
8. Occupational Clusters
9. Occupational Centers
10. Work Experience
11. Certificate of Competency
12. Youth Leadership Development Activities
13. Development of Personal Traits
14. Flexibility in Learning
15. Business Teacher Education
16. Coordination of Programs in Office and Distributive Education
17. Equipment in Teaching Business Subjects
18. Effective Placement and Follow-Up
19. Advisory Committees
20. Evaluation of General Business, Office and Distributive Programs
21. Public Relations in Office and Distributive Education

1

Title **Equality of Opportunity in Office and Distributive Education**

Guideline *Occupational education opportunity should be provided for all who are interested and have the potential ability to profit from such education.*

Rationale The guideline, on the surface, seems self-evident and unnecessary. Unfortunately, in many schools the guideline is not followed. Students who have an interest in shorthand, for example, are given tests which purport to indicate that the student does not have the ability to study shorthand, or grades in English are used as a means of elimination. Sometimes students are advised that classes are filled.

While tests and grades are not perfect means of measuring job potential, if carefully used, they do provide a partial basis for indicating likely success. If a student has marginal interest in a specific type of office or distributive education and has little likelihood of success, other avenues of job opportunity may be suggested to him. If his interest is keen, then the steps necessary to improve his potential should be made clear to him, and opportunity should be given him to meet minimum standards for initial acceptance into the training program. These standards include attitudes and personal habits, as well as prevocational skills.

If a student acquires a newer understanding of his interests and decides on a program of job training, he should have the opportunity to undertake such training, even if he is past the usual grade or age for initiating such training.

Suggested Implementation

Responsibility	Action
Occupational Guidance Counselor	—Assists students in determining his career interests.
	—Administers tests that may indicate potential training and job success.

—Holds consultations with occupational education teachers.

—Assists student into an occupational education program that is geared to the individual's capacity to achieve success.

Business Education Coordinator

—Considers each student as an individual learner who will progress according to his learning rate and capacity. Lack of immediate success should not discourage either the student or teacher.

—Designs individualized remedial education program to correct weaknesses that would reduce chances of success.

—Gives a generous allotment of time so that the student can test his interests, aptitudes, and abilities to learn the skills and knowledges without fear of failure.

—Uses variations in teaching methods to stimulate learning.

Joint action required by Occupational Guidance Counselor and Business Education Staff

—Holds regularly scheduled meetings to discuss the needs and accomplishments of individual students.

—Makes adjustments in schedule where evidence shows that a student would be more successful in a different occupational training program.

—Develops, when necessary, short, part-time courses to meet the needs of selected individuals.

2

Title **Need for Economic Understanding**

Guideline *The program of instruction in office and distributive education should develop economic understandings, as well as occupational competencies.*

Rationale Economic understanding contributes to the overall competency of the student in his community and personal life, as well as in his occupation. Unless the student acquires the concept of the total economic system, he is not likely to understand the manner in which his specific job is related to the entire process. He will not be able to see the importance of his job, especially if it is a minor job, unless he develops a total systems concept of the economic community and its relation to all human goals. However, the worker whose outlook is circumscribed by his particular job is not likely to be considered for promotion.

Those subjects in the business program which have the development of economic understandings as their primary objective should be made available for all students. It is urgent that confusion and conflicts in the placement of subject matter in the achievement of economic understandings be solved. At the present time several subject matter groups, notably business and social studies, stress economic understandings as a goal of their school programs. Consequently, the problems of teaching this body of subject matter should be studied by business educators, together with teachers of other disciplines, to the end that economic understandings are available to all students.

Suggested Implementation

Responsibility	Action
Business Education Coordinator	—Provides thorough and sequential instruction in social business subjects.
	—Analyzes subject matter, in detail, to assure that further learning in a specific topic is for greater

mastery, rather than duplication of previous learning.

—Compares social studies and business courses to make certain that these courses integrate, rather than compete.

Business Education Staff

—Develops awareness of the unity of economic and social processes as a major goal of all general business subject matter.

—Takes inservice courses to assure that business teachers are as competent in developing economic understanding as they are in developing skills.

3

Title Manpower Needs

Guideline *Office and distributive education programs should be based on current and projected needs of workers in offices and stores during the period in which learners are likely to complete their training and secure employment.*

Rationale Unless job programs are based on job opportunities rather than on traditional practices, the work of the school is likely to be out of balance with the manpower needs of the office and store. In a nation where the choice of a person's job is his own, rather than the State's, the school cannot and should not dictate the type of occupational education a student undertakes. Nevertheless, guidance counselors and job teachers can inform students of the areas in which there are greater needs, and thus encourage them to seek training in those areas of greater opportunity. In the fluid society we have in the United States, adjustment between jobs available and those seeking jobs cannot be perfect. Wise direction, however, can make the imbalance manageable.

Suggested Implementation

Responsibility	Action
Curriculum Director Business Education Coordinator or Occupational Guidance Counselor	—Learns through reading, inservice courses, and checking with local employment officials, what the current manpower needs are in offices and stores in the area, state, and nation. —Conducts job surveys to determine the extent to which the area needs are identical with those of the state and nation. Obtains the help of local experts in conducting the job survey. —Determines what he wants to know and then sets up his statements or questions for a checklist or interview procedure. He does not copy another survey just to have something to ask office or store managers and workers.

—Asks questions for a reason, in terms of doing something to improve a particular course of study.

—Asks fewer, more carefully thought questions.

—Keeps the questions specific. Is sure they are related to specific teaching situations.

—Gets the facts. Does not base teaching materials on what is in a textbook just because it is in the textbook. On the other hand, does not eliminate from a textbook teaching materials which seem important for job needs just because he or someone else does not like to teach a particular unit of instruction.

4

Title Employment Standards

Guideline *Programs in office and distributive education should be based upon specific needs of initial workers in specific occupations. These needs should be determined by means of job analyses and other techniques, such as a study of job standards.*

Rationale Employees are often selected in terms of measurements of their competency in specific office or store tasks, and they are evaluated in large measure by their success in undertaking these tasks. It is important, therefore, that the school base the learning experiences and goals in job courses upon the work that will be done in the office or store, rather than upon standard learning materials which may be out-of-date or based upon the teachability of the learning material and not necessarily its job use. Random questioning of businessmen and graduates, and general studies undertaken elsewhere may be better than nothing, but they are poor substitutes for job analyses.

Suggested Implementation

Responsibility	Action
Business Education Coordinator with Occupational Guidance Counselor	—Secures job standards required in specific jobs from the Employment Division of the State Labor Department as a basis for setting learning goals.
	—Makes a study of job analysis techniques, either by inservice courses or books on research procedures which give details of effective techniques.
	—Selects one specific job for which standards are not available but for which students are to be prepared, and plans a program of job analysis for the job.
	—Conducts a tryout job analysis of this job to make certain that the procedures used will give usable data.

—Makes as complete a job analysis as is feasible.

—Revises the course of study on the basis of the job analysis and related information. Lacking time or facilities to make a job analysis, uses the results of job analyses undertaken elsewhere as a partial basis for course development. Cooperation with other communities in an area job analysis may be helpful.

—Follows up to determine the effectiveness of the course of study in meeting job needs.

—Undertakes similar job analyses in other job areas for which the school is or should be preparing students.

5

Title Special Needs Programs

Guideline *Office and distributive education programs should include provisions for persons with special needs.*

Rationale Students who are classified as slow learners, culturally and economically deprived, and those with other special needs should be provided with appropriate training for employment. There are many, sometimes confused, reasons why such learners cannot fit into regular classroom work and achieve satisfactory standards. The traditional practice has been to let them drop out, or try several times, with failure as the end result. Many work opportunities exist for students of this type, when they are properly trained, and able to achieve the kinds of attitudes needed to hold a job. It is wasteful to permit them to drop out of school without the training that will help them get such jobs. It is wasteful to encourage such students to take traditional types of skills courses, or permit them to develop an attitude of failure in such courses. It is urgent, therefore, that special programs for such students be provided.

Suggested Implementation

Responsibility	Action
Business Teacher Educator	—Provides the schools with teachers who know how to work with students who have special needs.
	—Trains supervisors to provide re-education for teachers traditionally educated, to work more effectively with students with special needs.
	—Reorganizes the program of teacher education to educate prospective teachers for the teaching necessary to meet current needs of business, rather than only traditional subject matter.
School Administrator or Personnel Officer	—Hires teachers who recognize the current needs of students and who are committed to teaching for the current needs of students.

—Supports programs for students with special needs. Provides smaller classes, gives teachers more time for planning, and hires experts to assist teachers in developing learning materials and teaching procedures.

Occupational Guidance Counselor

—Studies dropouts, potential dropouts and failures, or those who do not seem to fit into the regular occupational courses, to determine special needs and the occupations in which these youth are most likely to succeed.

Business Education Coordinator

—Develops special courses which because of the greater emphasis on mastery over an extended period of time and appropriateness of instruction, meet the needs of such students.

Business Education Staff

—Prepares special instructional material for students with special needs. Obtains the help of teacher educators, local businessmen, and State Education Department officials to develop special courses.

—Uses material provided by the State Education Department, the U. S. Office of Education, and publishers. Uses and adapts the material now available *if* this material meets the needs of the students.

—Uses textbooks and audiovisual aids especially designed for these students. Adapts those materials to the needs of individual students.

6

Title Intensive Courses

Guideline *Intensive occupational courses in business and distributive education should be provided.*

Rationale Courses scheduled for more hours a day, but for fewer weeks than usual, should be provided for those students who have made a late occupational choice; for those who have prepared for college but have decided that they must seek employment instead; or for those students who plan to attend college but would like to possess a skill that might help them seek part-time or summer employment during the college years.

These courses should be developed by business teachers, in consultation with guidance officers and school administrators, so that the courses will fill the needs of the various categories of students. Business courses planned for students who expect to attend college should be designed so that the courses will be acceptable to the college for advanced placement purposes.

In some schools, students who have planned to go to college become aware of the need for specific job training when they find their ambition to go to college thwarted temporarily. Intensive senior-year courses have often supplied the job training needs of such students. One-year, intensive job-skill courses can help the student move easily from school to job.

Adults often require rapid adjustment to changes in job situations. Changes in personal life may require a young woman to secure a job after a few years of married life, while her children are still young. Discontinuance of a firm may put a man out of employment. Such persons frequently need intensive retraining. Manpower Development Training programs have helped. The secondary schools, especially the area occupational centers, and the community colleges must supplement such training.

Suggested Implementation

Responsibility	*Action*
Occupational Guidance Counselor	—Determines whether students who have taken college entrance programs are actually going to college. Studies the records of those who are not to see if they have been able to get adequate jobs and to see if special courses should be provided.
	—Studies juniors and seniors to find out whether their plans for college entrance have changed. If they have, he may recommend appropriate intensive courses, including courses during the last half of the senior year in the comprehensive high school or area occupational center.
	—Surveys the adult members of the community to determine the need for training or retraining. Finds out whether training programs are available to such adults and whether these adults are encouraged to enroll in the programs. If these programs are not available, he recognizes that the adult center has a responsibility for providing such education.
Business Education Coordinator	—Provides needed intensive courses. Uses course of study material available from Manpower Development and Training and from the U.S. Office of Education.
	—Makes sure the courses are intensive, do not contain irrelevant material, and meet actual job needs. Eliminates teaching materials not needed for occupational training.

7

Title **Fundamental Processes**

Guideline ***Proficiency in fundamental processes such as reading, writing, computing, and speaking should be assessed, and continuing development should be provided preliminary to, and concurrent with, the occupational skills aspect of each individual's program.***

Rationale Some degree of proficiency in reading, writing, calculating, and speaking is necessary for success in any business position; the degree of proficiency ranges from low to high, dependent on the nature and level of the job. Many students are not adequately prepared in these fundamental processes when they enter the business program. Why they are not proficient is relatively unimportant except as it bears on their problems of acquiring the fundamental skills. The important thing is that students *must* become proficient in the fundamental processes to better learn the specific skills of business, and to eventually qualify for employment.

These facts mandate thorough assessment of each student's skills in fundamental processes, and provision of appropriate remedial instruction to bring the student to an acceptable level of fundamental process mastery. Ideally, the strengthening of the fundamental processes should precede business skills training; less satisfactorily, strengthening of fundamental processes may accompany business skills education.

Suggested Implementation

Responsibility	Action
School Administration	—Provides special instruction for those students who have deficiencies in their fundamental processes. Does not attempt to meet these needs in regular classes, such as business arithmetic or general business. Puts students together so special needs can be served. Emphasizes individual and small-group instruction.

—Provides programs of remedial instruction for the occupational area concurrent with business skills development, or in separate occupational classes, or as a phase of the occupational competency program.

Occupational Guidance Counselor

—Identifies students who should be provided with remedial instruction.

Business Education Staff

—Provides for instruction to correct specific deficiencies in those areas which have not manifested themselves in the formal assessment or standardized test. Recognizes that a standardized test can indicate only general deficiencies, and that further deficiencies will show up in the actual teaching process.

—Provides for instruction on an individual basis in the skills classroom, if an individual student or a small group of students indicates deficiencies in some aspect of the fundamental processes. If the task is too great to be undertaken there, provides for individual instruction through the occupational guidance counselor, or the person who carries out his function, so that more extended remedial instruction may be given.

—Tests periodically to determine the extent to which the student has developed minimum competency.

—Works for more than minimum competency in fundamentals. Develops this directly in occupational classes by teaching and testing for adequate rather than minimum competency. Provides throughout the entire program, and even after the program is completed, for continued development of competencies in fundamental processes.

8

Title Occupational Clusters

Guideline *Clusters of occupational skills in the area of office and distributive education often provide students with a better opportunity for initial employment than do skills in one specialized task.*

Rationale Generally speaking, the chances are remote that a prospective beginning office or store worker who is equipped with a single, highly specialized skill will be able to find a correspondingly specialized job when needed. Entrance-level positions, especially those in smaller offices and stores, usually involve a variety of tasks. Where a local employment survey reveals this to be the case, the occupational education program should be designed to prepare students for clusters of job opportunities by equipping them with clusters of job skills. A program designed to equip the student with a cluster of job skills, in *addition* to a single highly specialized skill, probably increases even further the student's ability to adapt to employment change.

Fortunately, office and distributive education have always inclined toward clusters of occupations. For example, the person who trains to become a stenographer should and usually does develop competency in typewriting and is well on the way to preparation for secretarial service. The bookkeeping student gets a variety of skills in clerical practice. The office practice student learns tasks that run the entire gamut of the office. The distributive education student becomes acquainted with the various levels of marketing services that exist in our economic life.

A diversity of training programs for clusters of job skills and clusters of occupations should not be continued in a school just because that has been the traditional pattern. Occupational cluster education should be based on evidence that these combinations of skills are used in jobs that actually exist in the employment market.

The administration and the teachers should analyze the occupational opportunities in the community to determine

the relationships between the various existing jobs, and to find out whether a bookkeeper is likely to become a general clerk, or a general clerk a merchandising clerk, or a clerical worker a specialized office machine operator. The stenographer, for example, needs considerable training in the work of a receptionist, and the receptionist should usually be competent in many aspects of typing.

A long-standing characteristic of business education, that of developing clusters of occupational competencies, should be encouraged. After a student has had an opportunity to develop a cluster of task competencies, he may be encouraged to specialize in one area of office or distributive education at the local high school, the area occupational center, or the community college.

Suggested Implementation

Responsibility	***Action***
School Administrator	—Encourages teachers to analyze the opportunities that can be provided in their own schools and judge the extent to which better training can be given in their school or another school.
Occupational Guidance Counselor	—Checks the extent to which job competencies and opportunities tend to be clustered in areas to which students are likely to migrate for employment. If existent, then the local high school or area occupational center should provide such education even if not needed in the immediate community.
Business Education Staff	—Asks itself such questions as these: Are there numerous highly specific job opportunities in the local community? If not, are students given better service in meeting job needs by being trained for a cluster of occupations rather than for a highly specific occupation?
	—Analyzes present courses, such as office practice, shorthand, and bookkeeping to determine

if these courses actually meet the real and current needs of a cluster of occupations. For example, does the course in office practice meet the needs of students who may go into general office work? Are antiquated forms of duplication still being taught? Are the newer forms of duplication, especially those in the area of offset work, being taught?

—Determines if a latent need exists for specialized office workers which has not been met by the school.

—Cooperates in the development of meaningful cluster occupational education. Uses such questions as: Does the person who is getting stenographic instruction also know the work of the receptionist? If general clerical work is being taught in which there is a unit on the receptionist, is the student provided the opportunity to develop the competencies required in the kind of typing that a receptionist is expected to do?

—Provides for specialized work on one area of office or distributive education in the local high school, in the occupational center, or at the community college level, after a student has had an opportunity to develop a cluster of task competencies.

—Utilizes the services of the area occupational center. If a student or a group of students can be given better job training in the occupational center, encourages the transfer of the student to the occupational center for such purpose. In those cases, concentrates on providing the general business education or the fundamental process education needed to benefit from specific or cluster job training in the occupational center.

—Learns what is being done in the area occupational center. If the center limits its instruction to highly specialized job training, determines whether training in a cluster of occupations should be given in the comprehensive high school.

9

Title Occupational Centers

Guideline *Area occupational centers should be developed in every section of the State. These schools should supplement the programs of the local high schools, offering advanced courses, and initiating programs that the local high schools are not able to provide.*

Rationale Small high schools have difficulty in offering a full program of occupational education. Even large comprehensive schools may not wish to offer specialization for which only an occasional student wishes preparation. Area schools, which combine the student populations of several school districts, usually can provide more complete programs of preparation for occupational life. The area occupational center is oriented toward vocational life. It can often provide better project-oriented opportunities, can obtain teachers with considerable occupational background, and may provide equipment not within the resources of many small high schools.

Serious consideration should be given to providing residential training opportunities in area occupational schools, so that students who need this type of education, but who live too far away from the occupational education center, can live at the school. By doing so, certain types of job training can be concentrated in a few area schools, rather than in all.

Suggested Implementation

Responsibility	Action
Business Education Staff	—Analyzes the opportunities that can be provided in local schools and judges the extent better training can be given by an area occupational center.
School Administrator assisted by Occupational Guidance Counselor	—Encourages teachers to undertake such analysis and gives them awareness of the extent such occupational centers can improve service to the students and increase employment opportunities.

Occupational Guidance Counselor	—Makes studies in the area to determine the extent an occupational center can provide services of a specialized nature not possible in the local high school.
Business Education Coordinator and Staff	—Studies the employment needs in areas where students are likely to migrate for better work opportunities. —Analyzes local businesses to determine the latent needs for specialized workers not met by the school, and thereby enhance the economic opportunities of the community if such training can be given.

10

Title Work Experience

Guideline *Every student in an occupational education program should have an opportunity to choose an effective work experience as the integrating element in his occupational education.*

Rationale All types of work experience should be made available in occupational programs. All too often such experience, if it is available at all, is limited to a small group of students. Such experience is especially important for disadvantaged youth, as it gives focus to their educational plans.

Work experience should be simulated in the classroom. Within the school, directed work experience opportunities in the cafeteria, school store, administrative office, and guidance office should be utilized. Outside the school, work experiences should be developed on a paid basis; but, where such paid opportunities are not available, unpaid experiences in public and nonprofit organizations should be considered. Investigation should precede the adoption of this recommendation to make certain the community can support a comprehensive work experience program.

Careful coordination of work experience with the school program can insure its relevancy to occupational preparation.

Suggested Implementation

Responsibility	Action
School Administrator or Business Education Coordinator	—Determines the reason if the school has no program of cooperative education or work experience.
	—Asks such questions as: Are there no opportunities in the local community? If not, why not? Are the reasons specious or genuine?
	—Provides for programs of work experience in the occupational center, if the comprehensive high school cannot set up a program.

Business Education Staff

—Takes inservice courses to become aware of the opportunities for developing competencies in students through work experience services in the local area. Visits business offices and stores to determine the possibility of setting up work experience programs.

—Evaluates the school's existing work experience program to determine its adequacy.

—Sets up simulated work experiences within the class if actual store and office work experience, for some reason, cannot be provided. This is designed so that the job training will have the characteristics of an actual occupational situation and will integrate the specific skills taught in the class.

—Provides work experience opportunities within the school through the school administrative offices, the school store, and possibly, non-profit-making institutions in the local community.

—Attends service club meetings and other community activities undertaken by businessmen of the community and encourages these employers to provide work stations. As a minimum, the staff attempts to improve its understanding of the local business situation to stimulate more effectively work experiences in the classroom.

11

Title Certificate of Competency

Guideline *Every student who has completed a program of occupational education should be provided with some form of written statement or certificate stating his degree of competency at the time of leaving school.*

Rationale A certificate is a valuable instrument in making known to the potential employer the capacities, capabilities, and degree of competency of the applicant. It provides evidence of accomplishment and of capabilities from an objective viewpoint and prevents the student from giving misleading information. At the same time, it supports the student's statement of the service he is able to render. It gives the potential employer an awareness of what the school is trying to do; and by the very nature of its definiteness, objectivity, and formality, it gives the student a means of approaching the employer.

Suggested Implementation

Responsibility	Action
Business Education Coordinator	—Sets up a program for providing certificates of competency for office and store students.
	—Provides for careful testing as a basis for giving a certificate of competency.
	—Makes certain that the certificate is not given as a mere evidence of hours of time spent in a classroom.
	—Makes certain that the certification program is given adequate publicity, so that the business community is aware of the program's nature.
	—Makes certain that the certificate is signed by a school official whose standing in the community will give weight to the credential.
	—Plans that the certificate state, as specifically as possible, the student's level of competency

and indicate how additional information can be secured from the school regarding the student's potential employability.

Business Education Staff

—Cooperates in the development of certificates of competency.

—Make certain that the certificate is meaningful.

—Sets up the certificate statement in positive rather than negative terms, for example: indicates that with proper supervision the student may be a good routine typist, rather than saying the student is a marginal typist. If the student is slow, but reliable, indicates this. If the student is not employable because of lack of skills or improper attitude, discourages the issuance of a certificate.

—Recognizes that a certification program is meaningful only if the employer can trust the certificate.

12

Title **Youth Leadership Development Activities**

Guideline *Programs in business education at the high school and post-high school level should provide youths with leadership activities of an extra- and co-curricular nature.*

Rationale Leadership talents and social skills are important for success in business, but they are difficult to develop in the classroom because its specific concern for attaining tangible goals often becomes overly formal. The student who demonstrates what the teacher considers an excessive amount of leadership becomes a problem. The student who has not had opportunities to develop leadership often remains passive and thus never gets an opportunity to display his potential.

Extra- and co-curricular activities outside and inside the school create an atmosphere conducive to the development of social skills that are important for success in business occupations. Such activities should be related to programs in other schools to provide reasonable competition and opportunities for social relationships between schools and communities. They should provide for periodic conventions and meetings at the regional, State, and national level.

Suggested Implementation

Responsibility	Action
School Administrator or Business Education Coordinator and Staff	—Provides for a program of youth leadership development in business education. Finds out what youth organizations such as FBLA, OEA, DECA, and FSA have done in various communities. Encourages the teacher to be enthusiastic about youth development activities by giving reasonable allowance of time for such services. —Encourages the school administrator to provide funds, or encourages students to obtain their own funds for attending youth meetings locally and in other areas.

—Brings businessmen into the program and encourages them to lend their prestige to the activities.

—Uses the experience of youth groups in motivating classroom work. Recognizes that the learnings which take place in inter-school and intra-school work of youth groups is often more meaningful in developing attitudes for successful job adaptation than is formal course work.

—Recognizes that youth group activities can stimulate teachers, as well as students.

13

Title Development of Personal Traits

Guideline *The school must be especially concerned with providing opportunities for the development of desirable personal traits, social skills, and leadership ability.*

Rationale Personal traits such as responsibility, punctuality, respect for work, and honesty are important for success in the world of work. Students must learn how to cooperate in a competitive situation and they must develop effective communications abilities. Leadership skill is desirable at all levels of work and is essential for advancement to positions of greater responsibility in business. Personal traits are difficult to develop. They become especially difficult for students whose home background has been lacking in these traits. In such situations, the school is under an even greater obligation to develop desirable personal traits.

Suggested Implementation

Responsibility	Action
Occupational Guidance Counselor and Business Education Coordinator	—Holds periodic conferences with teachers to identify students who have attitude deficiencies which may interfere with their job success.
	—Discusses job attitude deficiencies with students to determine why they have these deficiencies.
	—Finds out from local businessmen what their problems are with prospective employees.
	—Talks with employees to determine the extent to which the attitudes of the employer are justified.
	—Helps teachers develop attitude education by providing learning materials and opportunities for learning experiences; constantly emphasizes that attitudes are at least as important as specific job skills and can be taught best in relation to the development of job skills.

Business Education Staff

—Develops a positive attitude in the students toward learning good job traits.

—Keeps the classroom situation in reasonable control without being dogmatic.

—Avoids lecturing about desirable traits. Develops classwork which will encourage the development of the attitudes that students must have if they are to be successful in business.

—Uses action situations to develop trait attitudes. Realizes that much of the learning of distributive education and office occupations does involve action.

—Uses clubs such as FLBA, OEA, DECA, and FSA as an integral part of classwork.

—Uses multi-media aids in developing proper attitudes.

—Encourages students to do the work involved in youth development activities themselves.

—Makes use of resource persons, especially recent graduates, who have had a considerable measure of job success.

14

Title Flexibility in Learning

Guideline *Students need much variety in learning procedures.*

Rationale Possibly one of the most serious limitations of the traditional school is its use of standard procedures for all students in a class. This practice is understandable because it results in relatively inexpensive teaching and because it stems from the traditional concept of a school provided for academically able learners who have much motivation at home. But today, most persons of school age are in school, and there are great differences among students in learning ability, background, and motivation. Group learning situations which are geared to the speed and attainment levels of the average student are often ineffective for above-average and below-average learners. Variety and individualization of teaching procedures assure that all students will have a reasonable chance for success.

Suggested Implementation

Responsibility	Action
Business Education Staff	—Plans for individualized study or study situations in which two or three students learn similar or almost identical materials.
	—Provides self-instructional material whenever possible, but is available to assist students with such educational materials. Realizes that some students need personal attention, because self-instructional material is impersonal.
	—Uses programmed learning materials. Recognizes that in using programmed materials the teacher may need to stimulate student interest. Is aware that the less the student is adapted to school work, the more the teacher must motivate him.

—Makes use of assistant teachers, junior teachers, and non-teaching co-workers to establish tutorial situations.

—Utilizes role-playing for developing student motivation, particularly in human relations situations, when formalized textbook study is not appropriate. Realizes that excessive role-playing becomes boring.

15

Title **Business Teacher Education**

Guideline *Continual analysis of supply and demand for office and distributive teacher education is necessary to insure an adequate supply of competent teachers.*

Rationale Quality education for business demands a continuous, adequate supply of well-educated teachers who can motivate and instruct the kinds of students who are in business programs. Those teachers must be able to teach newer job skills such as data processing; they must be familiar with newer concepts such as information systems, systems analysis, and business research. Business teachers must be knowledgeable about business as it is today, yet they must be adaptable to change. The role of the teacher in the educational process is paramount; a continuous supply of good business teachers must be assured.

Suggested Implementation

Responsibility	Action
Business Teacher Educator	—Encourages the business education community to be aware of the immediate and future needs for business teachers.
	—Analyzes the kinds of teaching services that are needed in high schools, area occupational centers, and community colleges.
	—Prepares teachers to teach courses that will meet the real needs of students.
	—Studies the life style of the ghetto child as a background for meeting his educational needs.
	—Finds out whether colleges are preparing an adequate supply of business teachers appropriately educated, to give the types of courses that students need.

School Administrator

—Obtains needed, qualified teachers from any appropriate source—teacher education institutions, business, inservice programs, housewives, substitute lists, other disciplines, the military.

State Education Department

—Conducts an annual study of teacher education institutions offering approved teacher preparation programs.

—Analyzes public schools, private and parochial schools, independent business schools, and community colleges to assess the estimated needs for business and distributive education teachers. Analyzes not only the number of teachers who are likely to be available and needed, but the quality of the teachers in meeting the newer demands of office and store employment.

16

Title **Coordination of Programs in Office and Distributive Education**

Guideline *Coordination of the business education program should be provided in every school system. In larger schools, a coordinator or supervisor should be employed with a reduced teaching load to accomplish his function. Certification for such a position should assure the competency of this officer. In smaller schools, provision should be made for this function even though there may be no full-time person designated. Such service should not be required in addition to a full class load of teaching and related activities.*

Rationale The within-school responsibilities of a coordinator are numerous, varied, and time-consuming. The out-of-school responsibilities for developing good relations with the business community, building goodwill for placement possibilities, and determining how the local community differs from the State and nation in its employment needs are too arduous to be undertaken on an evening, Saturday, or summer vacation basis. Unless this type of work is well done, it may lead to misinformation and poor community relations. If advisory groups are to be of more than perfunctory help, time must be available for working with them and using their understanding of the community for further improvement.

Suggested Implementation

Responsibility	Action
School Administrator	—Provides the time, the personnel, and the facilities for making a detailed analysis of the educational activities that should be undertaken.
	—Asks the teachers, directly or through the coordinator, what should be done that is not being done; why these activities have not been carried out. Is it the fault of teachers? It is due to lack of training? Is there indifference?

Is there lack of time, lack of authority, or lack of encouragement?

—Appoints or has the teachers elect a coordinator to provide some other effective means of achieving coordination of business program activities.

Business Education Staff

—Works out a plan to improve the program of business education.

—Prepares, in consultation with the administration, the steps that need to be taken to provide a minimum program, a good program, and a superior program. The Board of Education decides how much can be carried out.

—Provides for coordination and indicates the time needed for this coordination. Individual teachers must recognize that they can do much on an informal basis to improve follow-up, achieve better placement, adjust the learning materials to job needs, and develop better relations with the local business community.

17

Title **Equipment for Teaching Business Subjects**

Guideline *Equipment used in teaching business subjects should be appropriate to modern teaching methods and to the employment area.*

Rationale Far too often, schools imitate other schools; they rely on literature or some limited authority for information about equipment and supplies. Such information may be helpful; it may also be narrow or misleading. Equipment and supplies should be selected on evidence of their appropriateness to modern teaching methods, and evidence that such materials will be encountered by students when they move from the school to the job. Equipment should not be bought merely because it is exciting to the teachers, it is traditional or different, money is available, or other communities purchase such equipment.

Suggested Implementation

Responsibility	Action
Business Education Coordinator	—Recognizes that there is a constant change in the types of equipment needed for business education. Asks what kinds of equipment are needed and what kinds are used in the offices and stores where students seek employment. On which of these office machines is training needed before employment? Which types of equipment require training on the job or on a post-high school level? On which of these machines can the school give adequate training?
Business Education Staff	—Anticipates changes in equipment to be used in the near future. —Ascertains whether employers can give training in the hardware on an inservice basis or whether training should be given in the school. Determines whether the student must have

more extensive background before he is ready to use such equipment.

—Decides whether costs in time and money for special equipment training will be justified by higher salaries on the job.

18

Title **Effective Placement and Follow-Up**

Guideline *Every school offering occupational education should provide placement and follow-up activities, unless some other local agency is better prepared to carry out these activities.*

Rationale The final steps in the process of preparing people for the world of work are *placement* and *follow-up*. Every institution that prepares people for work has a responsibility to make sure that these two final steps are effectively carried out. The school should assume this responsibility, unless there is a local agency that can place people more readily and effectively in positions directly related to their training. The school should make periodic follow-up studies of graduates for improving instructional programs and for assisting graduates in advancing to better and more responsible positions.

Suggested Implementation

Responsibility	Action
School Administrator	—Assigns the responsibility for placement and follow-up to a capable staff member.
Occupational Guidance Counselor	—Makes a detailed analysis of local placement and follow-up practices.
	—Reports the findings of the analysis of present practices to the professional staff of the school.
	—Recommends the role of the school in placement and follow-up, and designs a plan for effective action.
	—Presents the plan for approval or revision to the professional staff of the school.
	—Sets up the necessary procedures, files, and records for placing graduates and dropouts and for periodic follow-up of these former students.

19

Title Advisory Committees

Guideline *Every school that offers preparatory training programs in business and distributive education should utilize active local advisory committees for each of the special program areas.*

Rationale The Air Force expression, "If it works, it is obsolete," applies equally well to the rapidly changing world of business. Businessmen and business educators alike, are hard-pressed to keep abreast of changes—but they must! Occupational education programs must also keep up with the times.

Local advisory committees of businessmen can provide invaluable information, advice, and support for modernizing occupational business programs. Advisory committees are especially effective when the members are keenly interested in the school's programs, when they are knowledgeable and influential in community business affairs, and when they will give much time and effort to promoting better business education.

Suggested Implementation

Responsibility	Action
School Administrator	—Requests nominations for membership on advisory committees from all pertinent sources.
	—Prepares a list of nominees considered to be potentially effective as members of advisory committees.
	—Canvasses all suggested nominees for their interest and willingness to serve on advisory committees.
	—Prepares a priority list of those nominees who are interested and willing to serve.
	—Prepares a master organizational chart showing the suggested advisory committees and possible names of those to serve.

—Recommends the master plan for advisory committees to the Board of Education for approval and appointment action.

Board of Education

—Takes formal action to adopt the master plan for advisory committees and officially appoints the members to serve for definite periods of time.

Business Education Coordinator

—Recognizes that general advisory committees are good for overall help in developing the program. Is aware, however, that special advisory committees with specific clusters of occupations are also desirable. Provides for informal discussions with teachers in these areas.

Business Education Staff

—Draws up a list of businessmen or business employees who are likely to be of help to the bookkeeping teacher, for example; a public accountant, controller, a bookkeeper, two or three recent successful graduates from the bookkeeping program. With the cooperation and aid of the school administrator, these subcommitties or advisory boards are appointed and meet with teachers once or more a term for a period of two or three hours. The staff should prepare the questions they want to ask. If the advisory committee cannot readily supply answers, they should follow up to obtain the answers from their employer's staff.

—Uses these meetings as a means of getting employers to recognize the potential value of some of their graduates and to establish closer relations with local workers engaged in a particular cluster of occupational tasks.

—Recommends procedures to the coordinator or to the school administrator; subsequently fully informs advisory committees of actions taken and results accomplished.

20

Title **Evaluation of General Business, Office and Distributive Educational Programs**

Guideline *Periodic evaluations of office and distributive educational programs are essential. Such evaluations should involve teachers, administrators, outside specialists, businessmen, and labor consultants.*

Rationale Change compels periodic evaluation. Data on changing employment needs, from local communities to State and national trends, are necessary for proper evaluations. Other factors of change, such as population needs and mobility, sophistication of equipment and technologies, and marketing development, add direction to evaluations. Changes in State and federal policies, and new legislation occur with increasing frequency that require consideration.

Attention must be given to the changing role of secondary school curricula *vis-a-vis* to programs offered by area occupational centers, community colleges, four-year colleges and other advanced schools. Changes in the social conscience of employers, expressed in their attitudes toward emerging needs for employment of ethnic and disadvantage groups, necessitate periodic evaluation.

Involvement of teachers, outside specialists, and administrators in the evaluation process assures representation and cooperation of concerned points of view and relevant outcomes.

Suggested Implementation

Responsibility	Action
School Administrator	—Provides encouragement and opportunity for periodic evaluation. Every other year, or more often if possible, the administrator indicates the kind of evaluation to be done, and indicates the extent to which followup is to be encouraged. He may suggest that the services of the State Education Department or local collegiate faculty be used.

—Schedules activities so that the process of evaluation does not interfere with the everyday work of the school.

—Requests a written report with recommendations.

—Keeps tasks brief so that they can be done effectively by the staff or by outside services.

—Uses informal discussion as a basis for getting significant information in the report.

—Seeks funding from Board of Education to support significant evaluations.

Business Education Staff

—Develops, with experts, a plan for evaluation.

—Determines the real purposes for which evaluation is to be undertaken.

—Bases evaluation not primarily on numbers of students graduated and grades but on job placement and job satisfaction for the employee as well as the employer, and upon promotional success on the job.

—Uses follow-up studies to determine the extent to which previous recommendations have been implemented.

—Suggests new policy decisions with provisions for the implementation of these decisions.

—Encourages cooperative analysis with non-school consultants because they are not connected with the schools and are likely to take a more objective approach to evaluations.

21

Good Public Relations in Office and Distributive Education

Guideline *The community will support the business education program to the extent to which it believes that business education is effectively preparing students for job placement.*

Rationale Business education must do more than merely educate youth. Business educators must inform the general community, businessmen, teachers of other subjects, and general administrators of the goals and achievements of business education.

When possible, evidence of service should be spelled out in exact costs. For example, the cost of training a stenographer can be estimated. A cost of $400 is reasonable, assuming that two years of shorthand is taken. Based on the assumption that the graduate earns $10 more a week because he is a competent stenographer, the cost to the community is more than repaid in one year. For the rest of his life as a stenographer, he and the community benefit from that training. The additional benefits are pure profit for the remainder of the person's life. Many other cases of this type of cost value can be given for business education. Few other subjects provide the evidence of profit to the community that can be found in office and distributive education.

Such estimates should not be exaggerated, nor should they be underestimated. Evidence of the numbers and kinds of placement and satisfactions of the employees and businessmen are meaningful to the community. When these data are properly presented by newspapers, radio, television, local periodicals, lectures, and discussion groups, they are invaluable. Such publicity makes the work of the business educator more effective by providing him with teaching resources, the learning materials and a favorable environment for teaching. Even more important, evidence of service to the community raises the morale of the business education staff and of the business students.

Suggested Implementation

Responsibility	*Action*
School Administrator	—Alerts the occupational guidance counselor and business teachers to the desirability of good public relations.
	—Welcomes effective publicity.
	—Encourages the staff to get facts which are meaningful to the community.
	—Advises the staff to be positive and truthful in publicity.
Director of Public Relations (Business Education Staff, if none available)	—Provides local newsmen and reporters with understandable information about what is being done in business education.
	—Discusses business education with editors and with reporters.
	—Helps the business education staff by showing what is good publicity and how to prepare good news items. Provides contacts with the communications facilities that are available.
Business Education Staff	—Collects facts about business education and presents them to the community in understandable form.
	—Collects facts such as the number of students taking business education courses, number of students placed in jobs, salaries earned by business students, and estimates of increased earnings because of courses in business education.
	—Secures commendations from businessmen for the value of courses in business education.
	—Makes full use of parents night and other school visitation events by having good exhibits, by having the business teachers discuss the modernization of business education in the schools, and by indicating opportunities for further learning in business and in general

education at the post-high school level on the basis of business education study in high school.

—Makes sure that classrooms are clean, neat, orderly, and businesslike.

—Participates in the local service clubs. Gives talks before service groups, serves on committees, and uses other means of communication to get more facts about the needs of the business community.

—Makes surveys to find out what the business community needs and to acquaint the business community with the values of the school. Invites businessmen to the school to serve as resource persons, and makes certain that they feel at home.

—Gives businessmen opportunities to find out the good things that are being accomplished, the limitations of the school, and possibilities for improvement.

—Takes students on field trips. Orients students to the things they should look for and coaches them on the importance of the impression they will make on businessmen.

—Gives homework in an intelligent way. Homework should be meaningful to the students and to their parents. Recognizes that many of the parents are businessmen, or they are competent in business situations; thus, they are keen observers of the work that is done in school and will evaluate the school when the school is asking for community assistance.

—Makes effective use of communication media. Provides a reasonable quantity of well-prepared, readily-usable material that will interest and inform the public.

—Makes certain that the material is factually accurate. Recognizes that anecdotal material dealing with achievements of individual students, particularly disadvantaged students, is of interest to the community.

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